



2003 California School Recognition Program

Rubric for Scoring

Special Emphasis Area: Career Technical Education

High schools may apply for special honors in the *Special Emphasis Area of Career Technical Education (CTE)*. This CTE rubric provides a comprehensive set of quality statements that reflect a consensus of the education community about the elements that should be present in an exemplary high school career technical education program. This section is optional, and will not be included in the overall scoring of the Distinguished School application. Limit the narrative for this section to no more than four (4) pages. Applicants will note several career technical elements imbedded in the regular high school application (sections 1 through 10). Schools may cross-reference those items to support this career technical education section, however, this special emphasis area in career technical education should stand on its own. A panel of experts in the field of career technical education will assign the score that most closely reflects the information provided in the application. Schools selected as exemplary or distinguished usually have a predominance of “3” scores, however, schools are not expected to obtain a score of “3” for every category. In some cases, the level “3” describes an ideal toward which schools are encouraged to strive. Please note that the rubric does not display quality statements for a rating of “one” which is a minimal response

Schools must provide specific, clear, succinct examples and descriptions of each of the seven program areas in the rubric. Describe the elements of your career technical education program. Show the overall strength and impact on students, business and industry, educational staff, and community partnerships.

1 HIGH SCHOOLS—CAREER TECHNICAL EDUCATION

Program Administration and Leadership

3. Exemplary	2. Adequate
There is a current, approved, comprehensive strategic plan for Career Technical Education (CTE) with written policies, procedures and guidelines that address all key elements of the CTE program and focuses on student learning and achievement. There is an established process that includes the participation of key CTE stakeholders, including school staff, students, parents, community members, business and industry, public agencies, community-based organizations, etc. Commitment to CTE is reflected in the school's ESLRs and other significant school policy documents. All students have an opportunity to participate in CTE experiences. CTE linkages have been established with business and industry, post-secondary education, military, apprenticeship programs, regional occupational centers and programs, youth councils, workability programs, school-to-career partnerships, adult education programs, local workforce investment boards, etc. CTE program administration seeks funding for and implements new and creative programs, as well as school and program design structures that offer students a wide variety of CTE opportunities. There is evidence that the total school community and community-at-large support and embrace the value and importance of career technical education.	There is a current plan for Career Technical Education (CTE) with policies, procedures and guidelines that address some elements of the CTE program. There is an established process that includes the participation of some stakeholders. CTE is mentioned in the school's ESLRs and some other significant school policy documents. Some students have an opportunity to participate in CTE experiences. CTE linkages have been established with business and industry. CTE program administration provides funding for CTE program maintenance. There is some evidence that the school community and community-at-large support career technical education.

2 HIGH SCHOOLS—CAREER TECHNICAL EDUCATION

Curriculum and Instruction

3. Exemplary	2. Adequate
<p>A. Curriculum. The CTE curriculum is aligned and integrated with industry standards, SCANS/employability competencies, and core academic content standards. Business and industry assist in the development of CTE and academic curriculum that meets the rigor of business and industry and advanced training programs. There is a clear, logical, coherent, and school-wide articulated sequence of CTE learning experiences that span all grade levels K-16, using a variety of activities and resources. CTE courses include applied, project-based, and contextual learning components to assure that students' interest is maximized. The CTE program provides students with the opportunity to collaborate on a variety of learning-based and entrepreneurial-based projects where academic skills and career technical skills interface. Where feasible, CTE courses meet the A-G requirements, graduation requirements, count for academic credit, and are articulated with both upper and lower grade-level courses.</p>	<p>A. Curriculum. The CTE curriculum is aligned with industry standards and plans are underway to align core academic content standards. Business and industry assist in the development of CTE curriculum that meets the rigor of business and industry and advanced training programs. There are school-wide CTE learning experiences that span the high school grade levels using a variety of activities and resources. In some cases, CTE courses include applied and contextual learning components. The CTE program provides students with the opportunity to collaborate on some learning experiences. CTE courses meet graduation requirements.</p>
<p>B. Instruction. CTE instructors have a written plan that guides lessons and delivers career and technical content using a variety of modalities and strategies. CTE instructors convey high expectations for all students, including those from special populations and studying in non-traditional career areas. Students achieve industry-based certification, where applicable, using a system of on-going, business and industry-sanctioned assessments. All instructors use a variety of assessment tools including standards-based, authentic, traditional, and project-based, and students participate in the assessment of their own progress through self-evaluation, presentations, and other means of demonstrating mastery. CTE instructors understand the importance of students acquiring both strong academic skills as well as strong career technical skills. Instruction provides information about career opportunities through specialized training in CTE courses, including those offered through high schools, career academies, magnet schools or ROCPs. Additional aspects of the CTE instructional program include post-secondary articulation, awareness of all aspects of the industry, skill requirements for successful employment and promotion, essential technical and workplace skills, and a plan for lifelong learning.</p>	<p>B. Instruction. CTE instructors have a plan that guides lessons and delivers career and technical content using traditional instructional strategies. CTE instructors convey high expectations for all students, including those from special populations and studying in non-traditional career areas. Some students achieve industry-based certification. Instructors use traditional assessment methods. CTE instructors understand the importance of students acquiring both academic skills as well as strong career technical skills. Instruction provides information about career opportunities through specialized training in CTE courses, including those offered through high schools, career academies, magnet schools or ROCPs. Additional aspects of the CTE instructional program include awareness of some aspects of the industry, skill requirements for successful employment, and technical and workplace skills.</p>
<p>C. Student-Centered. Students are engaged in a formal system of career growth, including awareness, exploration and preparation, through a variety of activities both in and out of the classroom, such as the following: participation in career technical student organizations (CTSO), small learning communities, service learning, project-based activities, community-based internships, cooperative vocational education experiences, job shadowing, mentorships, and other work-based and school-based learning opportunities. CTE instructors and staff stress the importance of students' career choice and growth, high expectations and achievement of performance-based standards, and provide a variety of instructional activities structured for student success. Progress through the students' CTE career pathway is monitored through a portfolio or equivalent process. There is evidence of student accomplishment in the form of related job placement, certificates of competence, industry-based certification, and/or articulation into advanced training programs. Students have the opportunity to develop leadership, citizenship and career skills through co-curricular CTE student organizations. The CTE program formally recognizes student accomplishments.</p>	<p>C. Student-Centered. Some students are following a system of career growth through a variety of activities such as the following: participation in career technical student organizations (CTSO), community-based internships, cooperative vocational education experiences, job shadowing and other work-based and school-based learning opportunities. CTE instructors stress the importance of students' career growth. Student progress in achieving career goals is monitored annually. There is evidence of student accomplishment in the form of job placement, certificates of competence and/or entry into advanced training programs. There are some opportunities for students to develop leadership, citizenship and career skills. The CTE program recognizes student accomplishments.</p>

3 HIGH SCHOOLS—CAREER TECHNICAL EDUCATION

Support Services

3. Exemplary	2. Adequate
<p>A. Career guidance and counseling is a major focus of the CTE program. The high school staff has actively provided information on career pathways/clusters/industry sectors to middle school students and parents. All high school students are provided with adequate CTE information to establish individual career path choice and identification of career aspirations. The information addresses the specialized career-focus of the school and/or CTE program and includes elements such as access to student career assessments, identification of attitudes, interests, and aptitudes, career pathways, high school career plans, career technical student organizations, career shadowing opportunities, portfolios, employability certification, industry-based certification, placement and follow-up services, field trips, and career days/fairs. Career resources are available for students, staff and parents that assist students to meet their high school education and career goals. There are activities to encourage non-traditional career choices shared with all students. All available educational, business and industry, and community resources are used to support the counseling and guidance function. Students have access, both in and out of the classroom, to assistance with essential employability skills, job search skills, job placement and job retention, including work-based opportunities to interact with business and industry representatives.</p> <p>B. Counselors, instructors, and/or other staff members, who are responsible for enrolling students in CTE programs, are aware of class requirements, prerequisites, fees, and personal attitudes and aptitudes for success, and they work closely with students and parents to ensure appropriate course placement. Instructors interact directly with guidance staff in the enrollment process. Information about CTE program offerings and services is available to all students, including special populations, in a variety of formats, and may be available in more than one language. CTE public relations efforts and community outreach occur throughout the year and involve all appropriate staff and stakeholders with information updated regularly. Students are informed of post-secondary articulation opportunities and both full and part time employment possibilities. The program provides a variety of services and/or referrals to meet students' needs, including those of non-traditional and special populations. Outstanding students, programs, staff, and stakeholders are recognized at appropriate events and activities.</p>	<p>A. Career guidance and counseling is evident in the CTE program. The high school staff has intermittently informed middle school students and parents of CTE classes at the high school. Most high school students are provided with CTE information to identify career aspirations. The information addresses the specialized career-focus of the school and/or CTE program and may include some career assessment, career plans, employability certification, placement and follow-up services, field trips, and career days/fairs. Some career resources are available for students that assist students to meet their high school education and career goals. There are activities to encourage non-traditional career choices shared with some students. Some students have access to assistance with job search and job placement.</p> <p>B. Counselors who enroll students are aware of class requirements, prerequisites, and fees, and they work closely with students and parents to ensure appropriate course placement. Instructors sometimes interact with guidance staff. Information about CTE program offerings and services is available to most students including special populations and may be available in more than one language. CTE public relations efforts are evident. Students are informed of post-secondary opportunities as well as employment possibilities. The program provides services and/or referrals to most students, including those of non-traditional and special populations. Outstanding students, programs, staff, and stakeholders are recognized in a limited way.</p>

4 HIGH SCHOOLS—CAREER TECHNICAL EDUCATION

Professional Development

3. Exemplary	2. Adequate
<p>There is a planned and defined CTE staff recruitment and selection process that involves key stakeholders to assure that all staff have the exceptional background, experience, and qualifications necessary to help students achieve their career goals. Training is provided to staff regarding the integration of core academic content standards, contextual and applied learning and other instructional strategies. There are organized, built-in, and funded opportunities for career and academic teacher collaboration and networking within and outside the organization. The CTE program takes advantage of professional development programs and services offered by professional organizations, county offices of education, the Department of Education, and other agencies and businesses. Business and industry contribute to improve and expand the CTE teachers' knowledge base through activities such as teacher externships. Follow-up mentoring with master teachers or expert business or industry representatives is made available to the CTE instructional staff. Professional development activities are linked to identified career-related strategic plan priorities. A clearly defined staff supervision and evaluation process, linked to the CTE program strategic plan, is conducted annually.</p>	<p>There is a CTE staff recruitment and selection process involving some stakeholders. Training is provided to staff regarding some instructional strategies. There are a few opportunities for teacher collaboration and networking. The CTE program takes advantage of some professional development programs and services offered by other agencies. Business and industry contribute somewhat to the professional development of CTE teachers. No follow-up mentoring with master teachers or expert business and industry representatives are made available. Professional development activities are sometimes linked to general CTE goals. A staff supervision and evaluation process is conducted annually.</p>

5 HIGH SCHOOLS—CAREER TECHNICAL EDUCATION

Community Involvement and Collaboration

3. Exemplary	2. Adequate
<p>A. There is a CTE industry-based advisory committee and also relevant community and school-based organizations such as school-site councils, PTAs, and Chambers of Commerce, that provide regular and relevant advice on current and changing labor markets, emerging technical skills, course content and student outcomes. The advisory committee or group shares expertise with the program in the form of curriculum development, technology and materials, instructor mentoring and other industry-specific issues.</p>	<p>A. There is a CTE industry-based advisory committee that provides regular advice on current labor market and technical skills. The advisory committee shares expertise with the program in the form of curriculum development, technology and materials, and other industry-specific issues.</p>
<p>B. There are strong partnerships, many of them in the form of written agreements, with Local Workforce Investment Boards (LWIBs), youth councils, school-to-career partnerships, ROCPs, adult schools, community colleges, community-based organizations, parent groups, local Chambers of Commerce, industry associations, etc.</p>	<p>B. There are informal partnerships with school-to-career partnerships, ROCPs, adult schools, community colleges, industry associations, etc.</p>
<p>C. There are formal articulation agreements with post-secondary institutions that result in the granting of college credits or advanced placement for CTE courses. Courses have been aligned with middle schools, high schools, and/or colleges to create career pathways, and instructors work together to integrate curriculum.</p>	<p>C. There are some articulation agreements with post-secondary institutions that result in the granting of college credits or advanced placement for CTE courses. Courses have some connection to career pathways, and a few instructors work together to integrate curriculum.</p>
<p>D. The CTE program engages in activities that promote two-way communication between business and industry including business-educator exchange, teacher externships, guest speakers, projects, field trips, mentoring, and job shadowing, etc. In these instances, there is a clear connection between classroom instruction and workplace learning. Successes of the CTE program are shared with the public-at-large through a variety of methods.</p>	<p>D. The CTE program communicates with business and industry, invites guest speakers to classrooms, conducts some field trips, and allows some job shadowing to take place. In most classes, there is a connection between classroom instruction and workplace learning.</p>

6 HIGH SCHOOLS—CAREER TECHNICAL EDUCATION

Assessment and Accountability

3. Exemplary	2. Adequate
<p>The program has a formalized internal and external review process that uses data from a variety of sources to annually review the total career technical education program. Key stakeholders are involved in determining the strategies for program improvement to insure that career and industry standards are being met. The CTE program collects and analyses data for the purpose of instructional and overall program improvement. The CTE program is held accountable for at least the following: (1) percent of students completing a sequence of CTE courses, (2) percent of CTE completers who receive a high school diploma, (3) percent of CTE completers placed in apprenticeship, military, advanced education/training, or employment, and (4) enrollment and completion of students in non-traditional careers compared to total CTE population. In addition, the CTE program compares and analyzes CTE students' standardized test scores and achievement levels on state and local tests and examinations to the regular school population. Students are evaluated using a variety of methods based upon industry and academic-related standards, including authentic assessment. Students receive industry-based certification upon successful completion of student-learning objectives verified by a panel of experts representing business and industry. Students participate in the on-going assessment of their progress.</p>	<p>The program has a review process that uses data from limited sources to annually review the total career technical education program. Some stakeholders are involved in program improvement. The CTE program collects data for the purpose of instructional and overall program improvement. The CTE program is held accountable for at least the following: (1) percent of students completing a sequence of CTE courses, (2) percent of CTE completers who receive a high school diploma, (3) percent of CTE completers placed in apprenticeship, military, advanced education/training, or employment, and (4) enrollment and completion of students in non-traditional careers compared to total CTE population. The CTE program does not review CTE students' test scores and achievement levels. Students are evaluated using traditional assessment methods. Some students receive certification of successful completion. Students participate in a limited manner in assessment of their progress.</p>

7 HIGH SCHOOLS—CAREER TECHNICAL EDUCATION

Resources, Facilities and Funding

3. Exemplary	2. Adequate
<p>Budgetary decisions for resources, facilities, funding, etc., include key stakeholders and are based upon both current and future CTE program needs. Funding allocations for facilities, equipment, instructional materials and supplies clearly support student learning and involve all appropriate staff members. There is evidence of funding and donations from outside sources. All available funding opportunities and grants are actively researched. State-of-the-art technology, equipment, materials, supplies and facilities are provided to the instructional and administrative staff to facilitate student learning. There are specialized facilities for CTE programs, i.e. visual and performing arts center, technology center, career center, job placement center, industry-specific labs, and/or other state-of-the-art facilities. CTE inventory is updated annually to reflect accurate location and status.</p>	<p>Budgetary decisions for resources, facilities, funding, etc., may include a few stakeholders and are based upon current CTE program needs. Funding allocations for facilities, equipment, instructional materials and supplies support student learning and involve some staff members. Funding opportunities and grants are sometimes considered. Appropriate equipment, materials, supplies are provided to the instructional and administrative staff to facilitate student learning. There are adequate facilities for CTE programs, i.e., industry-specific labs and classrooms. CTE inventory is updated annually to reflect accurate location and status.</p>



Career Technical Education - Selected References

The research references used to develop these criteria are listed below. Questions about the materials should be addressed to the California School Recognition Program office at 916-319-0866. Unless otherwise indicated, California Department of Education publications are available from the CDE Press, at 916-445-1260 or 1-800-995-4099; www.cde.ca.gov/cdepress

Career Academies as Smaller Learning Communities, In-Brief: Fast Facts for Policy and Practice, No. 20, National Dissemination Center for Career & Technical Education, Ohio State University, 2002.

Career Preparation Standards, Standards Validation Booklet, Focus Group Sessions for the Northeastern California Rural Consortium in Plumas, Lassen, and Modoc Counties, WestEd, San Francisco, CA, February 5, 1997.

Career Preparation Standards, California Association of Regional Occupational Centers and Programs, March 16, 2000, www.carocp.org/curriculum/cps.html.

Career Vocational Education: Program Improvement & Certification, Sacramento, California Department of Education, Regional Occupational Centers and Programs Unit, November, 1992.

Challenge Standards for Student Success: Agriculture Education, Sacramento, California Department of Education, 1998, www.cde.ca.gov/challenge.

Challenge Standards for Student Success: Business Education, Sacramento, California Department of Education, 1998, www.cde.ca.gov/challenge.

Challenge Standards for Student Success: Health Careers Education, Sacramento, California Department of Education, 1998, www.cde.ca.gov/challenge.

Challenge Standards for Student Success: Home Economics Education, Sacramento, California Department of Education, 1998, www.cde.ca.gov/challenge.

Challenge Standards for Student Success: Industrial and Technology Education, Sacramento, California Department of Education, 1998, www.cde.ca.gov/challenge.

Health Careers Education 2000: A Program Guide, Sacramento, California Department of Education, 1998, www.cde.ca.gov/cdepress.

Health Science Cluster Model, National Consortium on Health Science and Technology Education, 2002, www.nchste.org.

Home Economics Careers and Technology, Program of Excellence Status Report, Sacramento, California Department of Education, Home Economics Careers and Technology Unit, June, 2002.

Model Programs and Practices, Sacramento, California Department of Education, ROCP Unit, 2001.

What Work Requires of Schools: A SCANS Report, U.S. Department of Labor, Washington, D.C., June, 1991, www.scans.jhu.edu/NS/HTML/index.htm.